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ABSTRACT

This guidebook is one in the Target Topic Series developed to highlight issues and concerns related to effective community education operation. It is intended for the community educator and community education advisory council member who want to assure themselves that their community education program is truly meeting community needs. The material explains how to identify the interests and problems in a community and how to identify community resources to serve the interests and solve the problems. A pretest covers material discussed in the guidebook. The guidebook covers both components of the community assessment: needs assessment and resource assessment. It describes different methods of needs assessment, lists guidelines for survey instruments, and takes the reader through the community assessment process from planning to developing and conducting needs and resource assessments and finally through organizing the information for program planning. A posttest repeats the pretest questions. Appendixes include suggested sources for additional help and information in community assessment, a planning schedule for needs assessment, guideline criteria for a survey procedure, a community facility inventory chart, and survey form for community residents. (YLB)

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TARGET TOPIC SERIES

KNOWING YOUR COMMUNITY

A GUIDEBOOK FOR COMMUNITY ASSESSMENT

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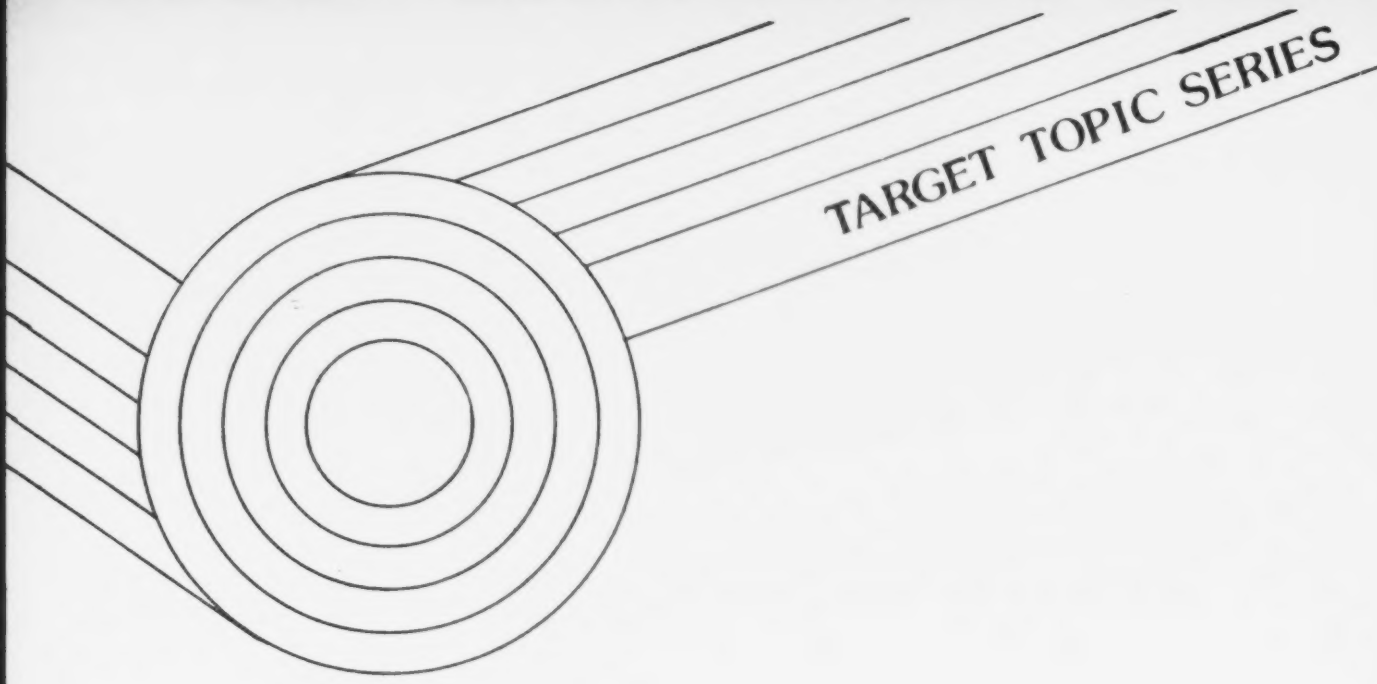
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TARGET TOPIC SERIES

THE TARGET TOPIC SERIES

The Target Topic Series is a set of guidebooks developed for community educators and Community Education advisory council members. The guidebooks discuss many topics related to effective Community Education operation: Council Skills, Community Assessment, Planning, Public Relations, Finance, Programming, Legal Questions, Staff Development, Community Involvement, Coordination and Cooperation, and Evaluation.

The Target Topic Series is designed to highlight the skills or the issues that relate to each subject; and presents an overview which should be of value to the reader.

The Series was developed in response to an identified need for materials to aid and enrich the Community Education process in the state of Minnesota, particularly for areas that do not have ready access to inservice opportunities. The materials are applicable to Community Education programs throughout the country and are available for national distribution.

The Target Topic Series is written by staff members of the Community Education Center at the College of St. Thomas and by Community Education professionals in Minnesota. The series is distributed by the Community Education Center at the College of St. Thomas.

FOREWORD

Unless we know the problems, unless we understand the needs, we can never provide the answers and solutions that will make life in our communities meaningful, enriching, and satisfying for all members of the community. Hurts are hidden, problems are obscured, interests are invisible unless we have a method to find out what they are.

Community assessment provides the system for determining the interests and needs of the people in the community. Community assessment helps us to know our community--its hurts, problems and interests--and helps us find the resources that produce answers and solutions.

This guidebook has been written to help you get to know your community through the vehicle of well-planned, well-conducted needs and resource assessments.

INTRODUCTION

This guidebook is for the community educator and the Community Education advisory council member who want to assure themselves that their Community Education program is truly meeting the needs of community. The material explains how to identify the interests and problems in a community and how to identify community resources to serve the interests and solve the problems.

The guidebook covers both components of the community assessment: needs assessment and resource assessment. It describes different methods of surveying the communities and takes the reader through the community assessment process from planning to the development and conducting of needs and resource assessments, and finally through organizing the information for program planning.

The guidebook provides an overview of community assessment and recommends readings for more detailed study. It also includes forms to aid in planning a needs assessment, recording community resources, and developing surveys.

WHAT DO YOU KNOW?

(The following questions cover the material which is discussed in this guidebook. We suggest you answer them before reading the text. Your answers will point out your present level of knowledge and will make you aware of areas to which you should pay particular attention.)

1. What is community assessment and why is it important?
2. Why is it important to inform a community that a community assessment is being conducted?
3. What are the two components of community assessment?
4. What is the purpose of a needs assessment?
5. What is the difference between a formal and an informal needs assessment?
6. Who should be involved in the planning of a community survey?
7. What are the steps in developing a needs assessment survey?
8. What are the components of a survey?
9. Why should a survey instrument be pre-tested?
10. How do you determine who should be surveyed?
11. Why would you use random sampling in conducting a survey?
12. Why is the advisory council important in conducting needs assessments?
13. What are the advantages and disadvantages of conducting personal interviews in a needs assessment as compared with having people fill out a written survey instrument?
14. What should be included in a training session for interviewers?
15. What is the purpose of a resource assessment?
16. What are the four components of a resource assessment?
17. Why is the advisory council important in conducting resource assessments?
18. Why should you involve representatives of community organizations in the resource assessment?
19. What is the value of identifying potential resources or resources which could be developed?
20. How, and for what, is the information obtained through a community assessment used?

COMMUNITY ASSESSMENT

Community Education is the process through which community needs, interests, concerns and problems are identified and in which community resources are used (or are developed) to meet the needs, serve the interests, address the concerns and solve the problems of the community. Because Community Education is an all-community process, it is important that the community educator and the Community Education advisory council learn the needs and interests of the community and determine the resources for meeting these needs and interests. Without community assessment, Community Education cannot achieve its purpose. While it is true that successful programs can be created by guess or whim, there is no guarantee under such a system that all the needs, or that the most important needs that could be met, are being met.

In our society there have always been and always will be more needs than there are resources to meet them. Consequently, it is important that we determine what many or all of the needs are, and then, involving community members, decide both the priority of urgency and the possibility of successfully meeting the needs with available resources.

Community assessment has two interdependent components: needs assessment and community resource assessment. Each component has little validity without the other. A listing of needs--even a rank-ordered listing of needs--in and of itself, serves little purpose. Lacking a comprehensive listing of community resources, there is a great risk that the more important needs may not be met. If we attempt to meet the needs with only the resources available (in many cases, just the school facility and a happenstance collection of names of resource people), we limit the programs and services which could be developed to meet the needs of the community. Similarly, if we identify and use community resources for presumed but not identified needs, we are disregarding making the best use of resources to meet the greatest needs.

Systematic planning is needed for both needs and resource assessments.* As in all planning, goals and objectives must be carefully constructed and clearly stated. For each type of assessment you should know:

1. Why you are assessing.

*See pages 30-31 for form for Planning a Needs Assessment.

To gain general information about the community?
To aid in program development?
To determine perceived community problems?
To evaluate present programs?
For future planning and expansion?
To locate the best community resources?

2. What you are assessing.

General interests, needs, concerns, problems?
Effectiveness of current programs?
Amount and kinds of physical and human resources?
available?

3. How you should assess.

What method you will use?
Will your method be cost-effective, that is, will
the information you receive be worth the money
and effort it takes?

4. Who you should assess.

Who has the information you desire?
Professionals, heads of agencies, officers of
institutions (in the case of resource assessment)?
Individuals who may have special talents (resource
assessment)?
All members of the community, or certain populations
which have special characteristics or interests?

5. When you should assess.

Before-program development?
After-program offering (evaluation)?
Time of year in relation to planning and programming?

6. Where you should assess.

Total community?
Certain segments or geographical areas of the
community?

In both needs and resource assessment, the Community Education advisory council and the community should be involved. This involvement, which can take several forms, provides support for the assessment and also provides a positive public relations element.

NEEDS ASSESSMENT

Needs assessment is a term used by educators and social service agencies and organizations. It is a process to find out what people in the community want and need. The process is based on the belief that it is the people themselves who know what their concerns are, and that they will not only willingly provide this information in the hope of having their concerns met, but that they will also support and participate in those programs and services which are developed to meet their needs.

Needs assessments may be broad in their scope; they may look for desires, interests, and hopes as well as concerns, cares, and problems of the entire community. They may also be narrow in scope; they may seek only to determine the interest in programs and services for special groups, such as pre-schoolers or senior citizens.

There are several methods for determining needs, ranging from informal to extremely structured. Obviously, completeness and validity increase as we move across the continuum from informal to formal.

1. The least formal method of needs assessment is the subjective, quite often accurate (but often inaccurate) activity conducted by the community educator. The community educator may, through observation and conversation with community members, decide what the needs of the community are. The inherent danger in this method is that pressing needs often are not those which are the most visible. Problems of loneliness, alienation, and dysfunctional behaviors are not emblazoned as T-shirt mottoes. Quite often, those with the greatest needs who could be helped most if their needs were attended to, are the least articulate. If they are given the opportunity, they will express their concerns; if not, they continue to exist with their hidden needs and problems.
2. The community educator, still in an informal mode, may solicit input about community needs from recognized community leaders. This method provides a broader base of information than if the information were obtained by a single individual. Those individuals who are recognized as community leaders--presidents of organizations, heads of social service agencies, governmental leaders, clergy--do possess much information about the characteristics and needs of the community. However, as in method one, the

hidden needs and concerns in the community are often not apparent to the community leaders. Also, it is often difficult to identify the community leaders. Those who shape and guide community thinking and response may not be those who head organizations.

3. The advisory council, if it is active and representative, may be a valuable resource in identifying needs. The limitation of the Advisory Council is that, no matter how carefully it is composed, certain segments of the community are not represented. However, the Advisory Council is vital in planning and conducting needs assessments.
4. Town meetings called to identify community needs are a semi-formal method of needs assessment. If carefully planned, these can be quite effective, for those who attend do so with the specific intent of determining what the major concerns and interests of the community are. Program suggestion and program design may result from the town meeting called to identify needs. At the town meeting, the needs and problems are elicited through brainstorming. Then the needs are ranked in order of perceived importance and also in terms of feasibility. (A community resource assessment is important at this stage. Even if a program might serve a very important need, but there are not the human, financial, and physical resources to provide the program, then the program is not feasible.)

The problem of not hearing from all segments of the population is as serious in the town meeting method as in the ones previously mentioned. Community Education, like other organizations, tends to provide the greatest good for the greatest number. That it does so is an accepted and valid mission and makes sense in terms of time, effort and results. On the other hand, it is also the mission of Community Education to provide learning experiences for all members of the community including the often invisible person with limited literacy, less than adequate education, physical and emotional handicaps, and the economic problems resulting from these deprivations.

5. Formal needs assessments may take the form of surveys, interviews, or a combination of both. The following elements are components of formal needs assessments.
 - A. A structured plan, which details why the assessment is being made and what is being assessed, who is being questioned, what the method of assessment will be, what the costs will be, when the assessment will be completed, how the data will be tabulated, and how and for what the results will be used.
 - B. Support by, and cooperation and involvement of, the Community Education advisory council.
 - C. Support by the school board, school administrators, governmental units, recreation departments and any other groups interested in, or affected by, the needs assessment.
 - D. A survey or questionnaire instrument which is designed to ask the questions which will provide the information which is being sought.
 - E. The actual conducting of the survey or interview needs assessment.
 - F. A process for matching identified needs with identified resources for the purpose of meeting needs by providing programs and services through existing or to-be-developed resources.

Surveys and personal interviews are both effective methods of needs assessments and each has certain advantages and disadvantages. A mailed or delivered survey costs much less than the interview method of needs assessment, both in terms of time and money. The survey affords the subject anonymity, and anonymity probably provides a more accurate recording of feelings about needs and concerns. Surveys can be tabulated more easily than interviews because responses tend to be recorded on a scale which lends itself to hand or computer tabulation.

Interviews tend to be more expensive than surveys. They require paid or volunteer interviewers who must be trained and debriefed. However, interviews are less rigid than surveys and allow opportunities for clarification of questions and interpretation of the language of the survey. Interviews provide a higher rate of response than surveys, and provide information other than that sought. The additional information is often useful, but difficulties of tabulating such information into data which can be used for planning are great.

The decision to interview or to send a survey depends on many factors. The first factor is the type of information you are seeking. Does it lend itself to survey, or are you seeking feelings or knowledge about something which must be explained so carefully and so clearly that it is impossible or difficult to do so in a survey? A second factor is the consideration of who you are assessing. If the group is small or if you must reach certain people (teen-age boys or widowed senior citizens), it may serve your purpose best to interview. If the group is large, a mailed or hand delivered survey may be the only economically wise way to go. The costs must always be considered. This third factor becomes important as it relates to the first two factors. Do you have volunteer help available? Is the volunteer help sufficiently qualified to explain, make interpretations, and record information? Will the time and cost spent in tabulating returns from an interview be worth the extra information obtained? And, is the possibility of additional information obtained worth the extra cost?

Whatever the decision--whether to interview or to send a survey--you must create a needs assessment instrument. When it is used to describe a measuring device, the term instrument means a series of questions which will provide the information you are seeking. A survey is such an instrument. An evaluation form which asks questions which provide the numbers or information which can be measured to determine if goals are met, is also an instrument.

The survey must ask the questions you want to ask, and it must state the questions clearly and specifically. There are some definite rules in preparing surveys and there are certain things which will make surveys ineffective. And, in between, there are certain guidelines that are determined by what you want to find out and from whom you want to find the information.

GUIDELINES FOR SURVEY INSTRUMENTS*

1. A survey should explain why it is being conducted and for what purpose. This explanation may be described in a cover letter, but it should also be restated on the survey. People want to know why they are being questioned. They want to know to what use their answers will be put.
2. The question of providing anonymity in a survey should be carefully assessed. Surveys that deal with problem issues should probably provide anonymity in the interest of obtaining honest responses. Surveys that ask for revealing personal data (age, income or other identifying data) and also ask for interests or concerns, should perhaps provide anonymity. If, in your needs assessment, you want to identify people who will teach classes or people who need special services, you may choose to forego anonymity.
3. Rating scales should be used for as many of the questions as possible. The advantages of a scale are apparent. A scale allows the respondent to answer many questions quickly. A scale is not confronting--people can give a response without having to frame their feeling or opinion in words. And, scales lend themselves to easy tabulation, either by hand or by computer.
4. Surveys may seek three types of information: demographic, factual, and opinion. Demographic information is that which provides vital statistics (such as family income, marital status, number of children in school) which might aid in explaining answers. Demographic questions used in a survey should be restricted to the information required. For example, marital status might be a legitimate demographic question if you are trying to determine if there are many young, single people in the community who might provide information on certain needs. But, if marital status will have no effect on any program which is or might be planned, then it is an unnecessary question and should not be included.

*See pages 32-40 for Criteria for Conducting a Survey

Few questions in surveys are factual. However, sometimes it is important to find out if people responding are aware of certain things. For example, if you suspect that community members think that the only Community Education programs are adult programs, when in reality there are many more, you might ask what Community Education programs they are aware of. A word of caution, use factual questions only when the information is important to what you are trying to learn. People don't like to feel they are being tested, and the inability to answer questions may cause them to reject the entire survey. Opinion questions are the most common in needs assessment. You are trying to find out what interests and problems they think they have.

Opinion questions may be open-ended or structured. There are advantages and disadvantages to both. Structured questions, that is, questions which can be answered by checking a response or a point on a scale, are easy to administer and easy to tabulate. On the other hand, the structure forces people to make choices which may not be completely accurate or may cause them to omit answers. Open-ended questions allow for greater variety of response, provide greater freedom, and may result in important, but unsolicited information. However, open-ended questions are difficult to tabulate and, because of the additional space needed to fill in the answer, tend to limit the number of questions that can be asked. Also, people who lack writing skills, may be put off by open-ended questions.

5. Surveys should be ordered; they should be logical. A cover letter is important. The demographic information should be asked first, the factual information next, and the opinions third.
6. Survey question should be framed so that tabulation and analysis is as easy as possible, while still providing the information you seek.
7. Survey questions should be extremely clear and as short as possible. The level of language used should fit the audience; it should neither be too simplistic nor too difficult.

8. Survey questions should be unbiased. Presenting loaded questions makes the survey invalid in addition to not providing you with the information you are seeking. Try to frame questions which are value-free. Avoid words with emotional overtones such as busing, slow learners, and so on.
9. Surveys should be tested. Even assuming that the advisory council and other organizations have been involved in creating the survey instrument, there is no guarantee that the questions asked are clear, that the questions are non-threatening, and that the correct information is being sought. Therefore, it is important that the survey be tested by a group and should ask the following questions:
 - Were the instructions clear?
 - Are the questions clear?
 - Are they appropriate?
 - Were some questions threatening?
 - Does the survey seem to follow a logical form?
 - Was the length proper?
 - How long did it take you to complete the survey?
 - How did you feel about taking the survey?
 - What do you think the purpose of the survey is?
10. Surveys should be rewritten to include the suggestions for improvement which resulted from the pretest.
11. Surveys should not be too long. If your survey must be long, it is a good idea to have it printed after using photo-reduction.
12. Surveys should look attractive. Use wide margins, separate the sections, use lots of white space. If you are using a scale, line up the scale for each question on the righthand side of the page.

HOW TO CONDUCT A NEEDS ASSESSMENT

Formal needs assessments take time, effort, and planning. You need to be assured that, after careful planning, writing, and pre-testing a survey, your assessment will produce the information and results you are seeking. If the survey does not reach the proper people, or if you are unsure of how to use the information you have gathered, your efforts will probably be wasted. The following information will address some of your concerns.

WHO YOU SHOULD BE SURVEYING OR INTERVIEWING

If the needs assessment process is well planned, you will know who you are to survey...at least you will know the categories of people who will provide you with the answers you are seeking. Your survey is done with a purpose in mind. The questions you develop, if they are answered by the appropriate people, will give you the information to fulfill your purpose.

You must determine your population, those people whose needs and interests are to be identified. (Population does not necessarily mean everyone in your school district or community. Population means those people you have identified as the ones you want--or would like--to answer the survey.) Indeed, you may want to, feel the need to, and can afford to survey the entire community. However, if you seek information from a large number of people, you may find it necessary to narrow your focus, that is, survey only a small percentage of your population. You must be extremely careful in selecting this small percentage to be surveyed in order for the answers you receive to be representative of the answers you would receive if you surveyed the entire population.

The process of narrowing your selection is called Sampling. Random sampling means that selection is made according to chance; thus, bias is eliminated in the selection process. Picking a number out of a hat is random sampling; however, once we deal with large numbers, the hat method does not work. Selecting every fifth number in the telephone book does not provide a representative sample for obvious reasons--business phones, children's phones, and so on.

Random sampling can be accomplished in several ways:

Every household in the community may be assigned a number. Numbers can then be drawn at random, and those households whose numbers correspond to the selected numbers are surveyed.

Random number tables may be used. These tables are available in libraries and in texts on preparing surveys. In order to use a random number table, you must identify the names of everyone in the population (from school district lists, governmental sources, listings of households) and then assign a number to each name. Each name must have a number with the same amount of digits; for example, if you want to sample randomly from a total population of between 100 and 999, you will assign 3 digit numbers; if the population is between 1000 and 9999, you will use 4 digit numbers.

Random selection can be further refined to insure that the population is representative of the total in terms of the type of information sought. For example, if you want to know the responses of parents and non-parents and you want to be assured that your survey will reach both groups, you would use stratified random sampling. And, if it is important that the responses come from these groups in the same percentage that they are represented in the total population, then you would use proportional random sampling. This sampling is accomplished by making two lists--one of parents and one of non-parents. You would then proceed to compose your random sample by selecting from these two groups in the same proportion as they exist in the community; for example, if one-third of the people are parents, then you would select one-third of the group to be surveyed from the parent list and two-thirds from the non-parent list.

There are more complex and more precise methods of sampling than the few outlined above. If the information you seek is specific to certain segments of the population or if the above methods aren't appropriate, seek help for additional information. Colleges and universities have sampling authorities, and books in your library contain this information. Also, the administration in your school district should be of help.

Remember, planning your survey is important. There is no need to collect information which you can't use. There is no need to collect information from people whose answers would not pertain to your purpose.

GETTING THE INFORMATION IN THE BEST MANNER

If the entire community is being surveyed, an announcement that the assessment is being conducted should be made in the media and the purpose for the assessment should be explained. If the budget allows, a card should be sent to each household announcing that a survey is to be conducted, and that the questionnaire will be arriving soon. If a survey is being mailed to a selected sample, all efforts should be made to ensure a high rate of response. (Remember, that even with the high cost of postage, mail is probably cheaper than interviews, unless all the interview help is volunteer.) If the survey is sent to a randomly selected sample, an announcement in the media should still be made. The results of the survey will affect the entire community and the entire community should know that a needs assessment is being conducted.

If you have the time, the personnel, and the financial resources, you might consider hand delivering and picking up the survey. The addition of this personal contact will provide you with close to 100 percent return, and will also provide you with the opportunity to explain or clarify questions. Because many people are not home during the day, it is wise to drop off and pick up the survey in the early evenings (around dinner time) or on Saturday. This eliminates fruitless effort and having to return several times.

The interview method of assessment, though it provides for greater flexibility, is more time consuming than questionnaires and has the problem of possible human bias on the part of the interviewer. In order to eliminate as much human bias as possible, a questionnaire to be used at the interview should be developed. The questions should allow for open-ended answers, but they should also be specific; that is, each interviewer should ask the exact same question of each interviewee.

Interviewers must be selected carefully. There are some general guidelines for selecting interviewers and while these may not always hold true, they generally have been proven to be successful. The first requirement is that the interviewer be a good listener. Aggressive people and people who prefer to talk rather than listen do not, as a rule, make good interviewers. Persons between 26 and 50 seem the best able to develop good relationships with the people they are interviewing, and the younger interviewer seems to develop good rapport

with middle-aged respondents. Women seem to get more responses than do male interviewers.

All interviewers must be trained before they approach community members. The training session for the interviewers is very important. The session should cover:

1. The purpose of the survey and the nature of each question.
2. Possible questions and inquiries that respondents might have about the survey. (Because you have pre-tested the instrument, many of the possible questions will be known.)
3. How to record the data, how to take notes, how to write reports.
4. Orientation about the community.
5. Questions and answers on the part of the interviewer.
6. Practice sessions.

ARRANGING AND UNDERSTANDING THE DATA

The term data is not at all mysterious. We see data all of the time--on our bank statements, on reports and financial pages of the newspaper, on the labels of boxes and cans of food. Data is nothing more or less than information, and it normally comes in the form of numbers. These numbers, when properly interpreted can tell us many things, such as how many, how often, why and so on. The answers that you receive from the responses to your survey instrument or to an interview are data. Data (facts or numbers) that can be counted or measured are called structured data. The information that is more subjective--relating to feelings or attitudes--is called unstructured data.

The computer has become an invaluable tool for helping people to record and analyze vast amounts of data. If your school district has computer facilities, check out the possibilities of using them. If you are considering private computer services, check out the costs. In the long run, hand tabulating may be the best.

Hand tabulating, though time consuming and subject to human error, is probably the most common method for working with the data generated by a Community Education assessment. The chief task in hand tabulation is to develop a tally sheet on which you can enter answers to each question, also, number each survey, so that the responses that are recorded match a certain survey.

Unstructured data can be cumbersome to tabulate, but there are procedures that ease the task. The subjective responses to open-ended questions should be written or typed in a list. These should then be read several times to see if natural breakdowns for each question occur (they probably do). You can then assign a code--either a number or a word--to each category and proceed with tabulation in the same way that you tabulated the structured data.

The following is an example of how to list subjective responses. Assume that question 4 on the survey called for an open-ended response.

EXAMPLE OF UNSTRUCTURED DATA TALLY

Question 4. What do you see as the major problem in the Community?

SURVEY

<u>1. Traffic</u>	<u>11. Need for Alano</u>
<u>2. Elm Trees</u>	<u>12. Career choices for women</u>
<u>3. No day care</u>	<u>13. Senior citizen health care</u>
<u>4. Health</u>	<u>14. Elm trees</u>
<u>5. Vandalism</u>	<u>15. No day care</u>
<u>6. Kids playing in streets</u>	<u>16. No senior citizen activities</u>
<u>7. No teen activities</u>	<u>17. Boredom</u>
<u>8. Lack of traffic control</u>	<u>18. Dental care</u>
<u>9. Teenage drugs</u>	<u>19. Welfare abuses</u>
<u>10. Literacy</u>	<u>20. Pre-natal care</u>

Certain patterns become apparent looking at only the few surveys listed above. When the list is completed for all the returned surveys, not only will patterns emerge, but also the severity of the concern will be indicated by the number of people who indicate each category.

Structured data is more easily tabulated than unstructured data. If the survey contains questions that respondents answer by selecting a level of interest, numerical rank, or a word to describe how well you may like or dislike something, the responses can be tallied in the following way.

EXAMPLE OF TALLY OF RANKED RESPONSES

Question 9. Indicate your interest level in foreign cooking courses.

	(1)	(2)	(3)	(4)	(5)
Survey	None	Some	Moderate	Much	Great
1	X				
2			X		
3	X				
4		X			
5			X		
6			X		
7				X	
8			X		
9				X	
10					X
Total	2	1	4	2	1

When each question is tallied, you can then use the totals to describe the findings. Depending on how you want to use the information, you may want to deal with raw numbers, averages or percentages, or all three. For example, you could report that seven people indicated moderate to great interest in foreign cooking; that 70% were interested, or that the average ranking of interest was 3.3 on a scale of five.

Tally sheets are also used to tabulate responses to structured questions that are not rated on a scale. The following example should clarify how to tally these questions.

Assuming that the needs assessment asked the sex of the respondent, if the household contained children of various ages, and asked the age of the respondent (with a category that covered an age range). The survey also asked for interest in certain programs or activities. The responses would be tallied in this manner:

SURVEY	AGE					SEX		CHILDREN				DAY CARE			TEEN CLUB			AFTER SCHOOL PROGRAM		
	19-28	29-38	39-48	49-58	59+	Male	Female	Pre-School	K-12	Teen	None	Yes	No	No Answer	Yes	No	No Answer	Yes	No	No Answer
1	X			X		X		X	X			X	X	X	X			X		
2						X					X		X		X					X
3			X				X		X	X			X		X			X		
4		X					X				X		X			X			X	
5		X					X			X			X		X				X	
6			X			X				X			X			X				X
7	X						X				X		X			X			X	
8		X					X	X	X				X		X			X		
9				X		X				X			X		X					
10				X			X				X		X			X			X	X
T	2	3	2	2	1	4	6	2	3	4	4	1	9	1	6	4		3	4	3

After the master tally sheets are compiled, additional tallies relating to specific questions can be made. For example, surveys 3,5,6, and 9 could be listed on a tally sheet and looked at for interest in a teen club by parents of teenagers.

Tally sheets put down in black and white and in a small amount of space all the information received from the surveys. The totals, percentages and averages that are obtained will express the interests and problems in the community. It is these figures that will be used when looked at in terms of available resources and which will be vital in planning the Community Education program.

THE IDEAL COMMUNITY ASSESSMENT

Needs assessments do much more than determine the needs and interests of community members. They also:

1. Build community
2. Explain the role and function of Community Education
3. Provide opportunities for active community involvement
4. Develop support for Community Education
5. Serve as a positive public relations force
6. Create opportunities for two-way communication

Because of these valuable and important side benefits, the ideal community needs assessment should be the responsibility of the advisory council. Advisory council members, even with their limited time and many other commitments, can take an active part in all phases of the needs assessment. They can decide the scope and breadth of the assessment, develop the survey or interview instrument, promote community awareness of the survey, and conduct the survey or interviews.

The advisory council can ensure that all or many of the side benefits of community assessments occur. Advisory council members, because they represent community members, and because they are community members themselves, can do much to bring the Community Education message to the people during the course of a community needs assessment. "People helping people" is a motto used in Community Education. If council members take the responsibility for reaching the people through a needs assessment, it is likely that the people will respond with more enthusiasm and interest. When peers interact and help each other, the response is more positive than when an "official" attempts to find the answers.

An advisory council, truly dedicated to Community Education and to conducting a successful needs assessment, can reach all of the people in a community.

Probably the most effective and efficient method of conducting a needs assessment survey occurs when the advisory council members deliver and pick up the survey instrument. If the council is large and the community is small, the members can approach each household. If the number of households to be reached is larger than one could reasonably expect the council to reach, each council member could select a certain geographical area in the district and select block or area chairmen to deliver and pick up the survey. Several advisory councils, including those in Glencoe*, Brooklyn Center, and Morris, Minnesota, have conducted such needs assessments of their communities with great success.

*See pages 44-47 for Glencoe Survey

Advisory council members can do more than just deliver the survey; if an interview method of needs assessment has been decided on, the council members can be trained to answer any questions the interviewees might have.

The advantages of having advisory council members approach their fellow community members to learn of their concerns and interests are far-reaching. The benefits are obvious:

- *The council feels ownership of the needs assessment
- *Community members get to know their council representatives
- *Community Education gains important visibility
- *The public relations benefits are immeasurable. (The community feels that someone really cares.)

RESOURCE ASSESSMENT

The needs of people in the community and the problems in the community can only be met and solved if there are resources to do so. Of course it is impossible to meet all needs and solve all problems--Community Education is not the be-all and the end-all. However, many more benefits will be available to the community if we become aware of the many and varied resources--facility, community service, human, and financial--that exist in the community.

Identifying these community resources is termed resource assessment. Formal resource assessments should be planned in the same manner that formal needs assessments are planned; that is, you must determine what you are attempting to find out, why you are seeking the information, and from whom you will obtain the information.

As in needs assessment, the advisory council should take an active role in resource assessment. Advisory council members can pool their knowledge about the availability of community resources and can survey agencies, organizations, and individuals to obtain information about the total resource capacity of the community.

The four kinds of resources--facility, community service, human, and financial--should be identified individually. You should compile four lists of resources.* One list should identify community facilities and what features and space they offer. Your resource list should include all the community facilities, not just those which you think might be available. One of the purposes of a resource assessment is to identify space which could be used--either through negotiation or by some payment of fees. If the council has representatives of community organizations on the resource study committee, it is likely that their organizations will be willing to offer the use of their facilities because they have been involved in the assessment process.

A second list should catalog community services. This list will include services of health care agencies, religious organizations, mental health agencies, youth groups, parks and recreation departments, theater and musical groups, service organizations such as Rotary and Lions, political groups, other educational agencies, and so on. The audience which each group serves should be noted. A community services list will provide information about what services are being offered and will point out areas of duplication. When this list is matched with the needs which have been identified, it may show that certain services are already available and the needs can best be met by providing publicity about the existing service rather than by offering additional services.

Human resources are somewhat more difficult to identify than facility or community service resources. Many talents and capabilities exist in each community. Some are apparent: teachers and volunteers who have helped in the past, leaders of community organizations, and persons who have publicly visible talents. Each community also has much hidden talent which, if discovered, encouraged, and fostered, will greatly enhance the Community Education program.

Finding the hidden talent is a challenge.

- The individual schools in your school district may be a fine source for finding some of the people with special skills or talents. Often the schools send home questionnaires asking parents to come to the

*See pages 41-43 for inventory charts.

schools to share their professions, their hobbies, or their interests. The school will, undoubtedly, be willing to share the lists of names which result from the questionnaire and these names can be added to your general resource inventory. (And, reciprocally, you should be willing to share with the school the names of those people which your resource assessment has discovered.)

- Another method of finding resource people to help with your program is to include on the Community Education class registration form a blank to be filled in by those who are interested in teaching a course, sharing knowledge or serving on the advisory council or a committee.
- Needs assessment survey instruments can ask for names of people who are interested in serving Community Education in a teaching, coaching, or community service position.
- The community school class evaluation forms can ask class members if they, or someone they know, might be interested in providing a Community Education program.
- Other human resources can be discovered by paying close attention to what is going on in the community. Who is providing an interesting program for another organization? Who is involved in some current community issues? By reading the newspaper and by keeping your eyes and ears open you can greatly expand your list of human resources.

The final item in a resource assessment is a listing of all possible sources of financial support. Because we have the state authorized Community Service levy in Minnesota, we are too often complacent about money. Programs and services cost money, and while most Community Education programs do a commendable job functioning with only the levy and matching state aid, much more can be done if additional sources of revenue are found. The listing of possible financial resources will include the levy, the state aid match, and any monies generated through joint powers agreements. Again, at this stage in the resource assessment, you are merely making a list. Therefore, the director, the council, and community representatives should pool their information and knowledge about

possible and potential sources of funding. This list could include corporate or foundation funding, grants from governmental sources (county, township, state, and federal), contributions (cash or materials) from local business people, money that could be realized from fund raisers, revenues generated by advertising (in the Community Education brochure) and fees from courses and programs. (See Target Topic Series on Financing Community Education.)

At this stage of the resource assessment, you are merely gathering names and making lists. No contacts are being made to use facilities, to obtain commitments to teach or serve on committees, to provide community services or to seek funding. Until both the needs assessments and the resource assessments are completed, ranked, and compared, any requests for space, service, or talent are merely speculative. Without plans or serious possibilities for concrete programs or services, invitations or requests will not be taken seriously. (If I beg you to play the piano because I hear that you play well, and then don't have a piano, you will not take me seriously.)

After all four resource lists have been compiled, master sheets of community resources should be written. These sheets should first list all the concrete available resources; that is, the existing facilities that are available, the services which currently exist, the human resources that are known to be available, and the funding that is certain. The second list should include facilities that might be made available, the people who might be interested in offering classes or programs or serving on committees, and the possible sources of additional funding.

This list of possible resources is as important as the list of concrete resources. In the planning phase, the first list will allow identified needs to be matched quickly with existing resources. The first list allows you to see if existing resources are being used, or are being used in the best possible manner. The second list is that which stimulates creativity and promotes growth. Because the second list contains the "what might be" resources, development of the resources on the list requires work--contact, promotion, planning and selling. The items on the second list may allow some of the needs which would ordinarily have to be passed over because of lack of easily available resources to be met. The second list--the possible resources--can bring innovation and breadth to a Community Education program.

MOVING FROM ASSESSMENT TO PLANNING

The planning stage immediately follows the tabulation of needs and resources. Community assessment, in its formal definition, is complete when the needs have been identified through research and data collection, tabulation and analysis, and when the community resources have been identified and listed. Assessment should be viewed as the first step in the program planning process, and program planning should be initiated as soon as possible. The community will be interested in the results of the community assessment, and the findings may be reported to the community as soon as the assessment is complete. However, as one of the reasons for community assessment is to invoke interest and stimulate participation in Community Education, it is probably wise (and a good public relations decision) to present the planning that has resulted from the assessment at the same time that the data underscoring the planning is presented. By doing so, the community can be made aware that Community Education is indeed responsive to the needs of the community and that it is making every effort to use and develop community resources.

A FINAL AND IMPORTANT NOTE

Community assessment is not a static, isolated, one-shot once-a-year (or so) effort. It is an ongoing, continuous, dynamic process. Those needs and problems identified through semi-formal needs assessments should be heeded too. The attentive community educator will have an ear to the public at all times. The observant community educator will have an eye open for gaps--for those areas where an unfilled need exists. The creative community educator will seek many sources for information on how to best serve the community. And, the questioning community educator will seek constant evaluation, which is, of course, part of needs assessment.

WHAT DO YOU KNOW NOW?

(The questions at the beginning of the guidebook are repeated below. Now that you have read and studied the materials, you may wish to go back over the questions again to check your knowledge and understanding of the main ideas contained in the guidebook.)

1. What is community assessment and why is it important?
2. Why is it important to inform a community that a community assessment is being conducted?
3. What are the two components of community assessment?
4. What is the purpose of a needs assessment?
5. What is the difference between a formal and an informal needs assessment?
6. Who should be involved in the planning of a community survey?
7. What are the steps in developing a needs assessment survey?
8. What are the components of a survey?
9. Why should a survey instrument be pre-tested?
10. How do you determine who should be surveyed?
11. Why would you use random sampling in conducting a survey?
12. Why is the advisory council important in conducting needs assessments?
13. What are the advantages and disadvantages of conducting personal interviews in a needs assessment as compared with having people fill out a written survey instrument?
14. What should be included in a training session for interviewers?
15. What is the purpose of a resource assessment?
16. What are the four components of a resource assessment?
17. Why is the advisory council important in conducting resource assessments?
18. Why should you involve representatives of community organizations in the resource assessment?
19. What is the value of identifying potential resources or resources which could be developed?
20. How, and for what, is the information obtained through a community assessment used?

SUGGESTED SOURCES FOR ADDITIONAL HELP AND INFORMATION
IN COMMUNITY ASSESSMENT

Berridge, Robert I. The Community Education Handbook.
Midland: Michigan: Pendell Publishing Company, 1973.

Chapter VII, "The Community Survey," describes the survey process in eight pages. While detail for organizing and conducting surveys is not included, the chapter does present a quick overview of the needs assessment process.

Burback, Harold J. and Decker, Larry E. (Ed.) Planning and Assessment in Community Education. Midland, Michigan: Pendell Publishing Company, 1977.

Chapter Six, "Community-Based Research," is a comprehensive summary of community assessment including questionnaire design, sampling techniques, interviewing suggestions, and methods for tabulation of data.

Chapter Seven, "Community Observation," points out the value of observing the community for purposes of getting to know the public to be served and the resources that are available to serve the public. The authors suggest that the community educator observe and record what is going on in the community and who is involved.

Chapter Eight, "Community Power Structure," explains how determining the power structure in the community is important for understanding community life. Different methods are suggested for finding out who the people who hold power are. Once identified, these people can be helpful in developing and promoting needs and resource assessments.

Gamble, John R. Community Education Needs Assessment and Evaluation Guidebook. Carson City: Nevada Department of Education, 1977.

This 45-page booklet does an excellent job of discussing needs assessment in a clear and organized fashion. The materials in the appendices are particularly useful; they include questions to help conduct resource assessments, a list which suggests community resources to look for, a checklist to be used in preparing a questionnaire, and others.

How To Conduct Low Cost Surveys. Arlington, Virginia: National School Public Relations Association, 1973.

This booklet describes the public relations value of community surveys and then discusses the facets of surveying in two or three clearly written pages each. The cost of conducting surveys and the use of a survey consultant are included, as well as a sample survey (which deals with a failed bond issue) and a sample report of survey results.

Kaplan, Michael H. and Warden, John W. Community Education Perspectives. Midland, Michigan: Pendell Publishing Company, 1978.

This book, which is a compilation of articles from the Community Education Journal, contains several pieces which have relevance for conducting community assessment. "Functions and Responsibilities of Community Advisory Councils" by James C. Cox and "Your Community Councils--Democratic Involvement or Deceptive Indifference" by Clyde E. LeTarte both talk about the role of the council in identifying needs and solving problems. Burbach and Decker in their article, "Research and Planning: A Growing Imperative for Community Education," list the kind of data which community educators should have concerning their community. The authors also recommend various sources for obtaining information such as local governmental agencies, newspapers, and several others.

Newlin, Joseph T., Organizing and Conducting Community Surveys. Fort Collins, Colorado: Colorado State University Department of Education, 1972.

This handbook is clearly written in outline form and includes, in addition to other pertinent material, an outline of survey subcommittees and their responsibilities. The major part of the booklet is the appendices, and these are valuable. They contain a sample of an official credential form to be presented by the interviewer at the door, a sample survey face sheet which explains the purpose of the survey, sample survey instruments, and an example of a critique of a survey.

Schmitt, Donna M. and Weaver, Donald C. Leadership for Community Empowerment: A Source Book. Midland, Michigan: Pendell Publishing Company, 1979

Chapter 16, "Processing as A Community Education Strategy," by John B. Jeffrey looks at community assessment as being much more than a yearly checklist survey instrument; instead, assessment should be continuous and all-encompassing. In addition, Jeffrey strongly urges that any needs assessment instrument be designed by the council in order to put "community" into the survey process.

PLANNING SCHEDULE FOR NEEDS ASSESSMENT *

ACTIVITY	PERSONAL RESPONSIBILITY	RESOURCES NEEDED	ITEM COST	DEAD- LINE
I. Develop Goals and Objectives - Plan method - Plan who to be surveyed	Director/Coordinator Advisory Council Community representatives			
II. Obtain Support from: - Superintendent - Board of Education - City Government - Advisory Council - Principals - K-12 Teachers - Other Agencies				
III. Develop Survey Instrument - Pre-test Instrument - Revise survey				

*Adopted from Community Education-Need, Resources Assessment Guidebook, Educational Improvement Center, South Jersey Region, 1974.

PLANNING SCHEDULE FOR NEEDS ASSESSMENT (Cont.)

ACTIVITY	PERSONAL RESPONSIBILITY	RESOURCES NEEDED	ITEM COST	DEADLINE
IV. Conducting the Survey or Interview - Identify workers - Train workers - Send or take surveys - Conduct interviews				
V. Determine Findings - Tabulate data - Sumarize information - Organize for study				
VI. Need Prioritization - Plan method - Conduct meeting - Rank order needs - Match needs and resources				
VII. Final Report of Needs and Resources				

GUIDELINE CRITERIA FOR
SURVEY PROCEDURE*

A. Organizing for a Community Survey

1. Find a sponsoring group to take the major responsibility for carrying out the survey.
2. Involve key leaders and relevant community groups from the beginning.
 - a. Consider asking those groups or organizations which might furnish volunteer workers, meeting facilities or clerical assistance.
 - b. Contact news media since they may be asked to assist in survey publicity.
 - c. Include groups and organizations that would be expected to act on the results of the survey.
3. Contact key persons in the groups identified in the previous step to explain the proposed survey and to solicit cooperation.
 - a. Get a commitment from each relevant group to have a person or persons attend a meeting to explore possible question areas, method and timing and other mechanics of the survey.
 - b. Remain open minded on the content of the survey until all the suggestions and concerns have been expressed.
4. Hold a meeting of organizational representatives.
Suggested agenda:
 - a. Who's here? Introduce people giving name and the organization they represent.
 - b. The background. Explain the origin of the survey idea and what has been done up to now.
 - c. Present an outline of proposed survey steps.
 - d. Conduct a discussion to permit the group to raise questions and offer suggestions.
 - e. Following the discussion, dependent upon groups consensus, the total group should be asked to commit itself to the survey.

*Taken from a handout from Brigham Young University.

5. Have leaders who are submitting questions rank their ideas in order of importance.

B. Criteria for Questionnaire Construction

1. Question Content:

- a. Is the question necessary? Just how will it be useful?
 - (1) Is the point already sufficiently covered by other questions?
 - (2) Does the subject matter require a separate question or can it be integrated with other questions?
 - (3) Is the question unnecessarily detailed and specific for the purpose of the study?
- b. Are several questions needed to cover the subject matter of this question?
 - (1) Does the question adequately cover the material intended?
 - (2) Is additional related material needed to interpret the answers?
- c. Do respondents have the information necessary answer the question?
 - (1) Is it a matter they can report on adequately?
 - (2) Does it call for information the respondent either cannot give at all or cannot give reliably?
 - (3) Is the point within the respondent's experience?
 - (4) Is it subject to serious errors or observation and/or recall?
 - (5) If the question attempts to supply needed background information, does it give an adequate or unprejudiced statement?
 - (6) Are alternative questions required on this subject matter to adapt it to different classes of respondents?

- d. Does the question need to be more concrete, specific, and more closely related to the respondent's personal experience?
 - (1) Is it in too general a form?
 - (2) Does it utilize natural psychological aids to recall, such as having the respondent recall experiences in temporal sequence?
- e. Is the subject matter such that a specific question may elicit inaccurate or misleading responses?
- f. Is the question content biased in one direction without accompanying questions to balance the emphasis?
 - (1) Is the question unfair in any way?
 - (2) Is the question likely to obtain answers that will unduly favor one side of the issue?
- g. Will the respondent give the information that is asked for?
 - (1) Is the material too private, or of an embarrassing nature, or otherwise likely to lead to resistance, evasion, or deception?
 - (2) Does the question "put him on the spot or make him feel as though he was being "quizzed"?
- h. At the time and place of the survey do any special conditions exist that might cause suspicion or resistance?

2. Question wording

- a. Are the questions likely to be misunderstood?
 - (1) Do they contain any difficult or unclear phraseology?
 - (2) Are the words simple enough to be understood by the least educated respondent?
 - (3) Are any terms used in a specialized way without any accompanying explanation?

- (4) Is the meaning clearly distinguished from other ideas the respondent may think the question asks.
- b. Does the question adequately express the alternatives with respect to the point?
- c. Is the question misleading because of unstated assumptions or unseen implications?
 - (1) Is the frame of reference clear and uniform for all respondents?
- 3. The form of response to the question.
 - a. For most community surveys, the greater number of questions to be included in the questionnaire should be structured.
 - b. It is often desirable, however, to include one or two unstructured questions near the end of the survey to give the respondent the opportunity to make comments not specifically requested in the main part of the questionnaire.
 - c. Is the form of response easy, definite, uniform and adequate for the purpose?
 - d. Is the answer to the question likely to be influenced by the content of the preceding questions?
 - (1) Do earlier questions create a certain set or expectation that might influence answers to this question?
 - (2) Do the preceding questions aid the recall of ideas that bear on this question?
 - (3) Does this question become inappropriate if certain answers were given previously?
 - e. Is the question led up to in a natural way?
 - f. Does the question come too early or too late from the point of view of arousing interest and receiving sufficient attention, avoiding resistance, etc.?
- 4. Pre-test the questionnaire with a small group to determine which questions need to be clarified.

5. Check both the title of the survey and the instructions for completing it to insure they are clear and concise.
6. Insure that the paper used for the questionnaire is of such quality that the printing is clear.
7. Does the instrument appear crowded?
8. Print extra copies of the questionnaire.
9. Be sure that it does not take the respondent longer than thirty minutes to complete the questionnaire. This is the equivalent to five typewritten pages of easily answered questions.
10. Do not try to make the same survey fit a wide range of objectives; it should be rather restricted in its purpose.

C. Sampling

1. Utilize some type of random sample unless you are surveying the entire population.
2. Defining the area to be studied is the first step in drawing a sample.
3. The basic unit of study in an attitude survey is the household (a group of people occupying a dwelling unit).
4. Have your sampling procedures been checked by a sampling authority at a university or college?
5. To draw a town sample, lists can usually be obtained from a city directory, city clerk, or local gas or electric company.
6. Using a table of random numbers will assist in selecting the households to be surveyed.
7. Select a rural sample by dividing households into clusters of three, numbering them consecutively and then visiting those indicated by use of a table of random numbers.
8. Use the following table to determine the number of households that must be surveyed if the sample is to represent the population:

Suggested Sample Sizes for Selected Population
Sizes in a Simple Random Sample

<u>Total number of house- hold in population</u>	<u>Number of Households needed in Sample</u>
100	80
500	222
1,000	286
5,000	370
10,000 or more	400

D. Distributing and Collecting Questionnaires

1. Achieve the highest rate of completing by making personal contacts and explaining the purpose of the survey as well as the instructions for completing the questionnaire to the respondents.
2. Using volunteers for this purpose has worked well in many communities.
3. Carefully instruct volunteers in distribution and collection procedure. A training meeting for this purpose is necessary.
4. Have volunteers leave a plain envelope in which the respondent may seal the completed questionnaire to help insure the respondent's anonymity.
5. Assign one volunteer to every ten-fifteen questionnaires to be distributed.
6. Insure success in a community survey by proper organization and coordination.
 - a. Set a definite "kick-off" date and allow a set period (say one week) for the return of the questionnaires.
 - b. Distribution assignments need to be made.
 - c. Publicize ahead of time by newspaper, radio, etc., to help prepare people to cooperate.

E. Tabulation and Analysis

1. Edit the questionnaires to be sure they were completed as intended.
2. Sort the questionnaires into groups prior to tallying the data if an analysis is to be made of

geographic sub-areas, income groups or education levels.

3. Coding, substituting a number for a word answer speeds up the tabulating process.
4. Tallying means the recording of answer totals on worksheets and is handled best by two people, one calling answers and one recording.
5. Analyze the data by first checking the accuracy of the tallying process through a spot check of a small number of the worksheets for errors.
6. Seek expert help in the analysis process.
7. Seek the assistance of an appropriate text on the methods of statistical analysis for surveys. It should include how to compute averages, percentages and confidence intervals.

F. Interpreting Survey Results

1. Remember that the opinion expressed in a questionnaire is only an opinion expressed at one point in time.
2. Be aware of the personal or social characteristics of the individuals responding to the questionnaire.
3. Remember that a high (twenty to thirty) per cent of "don't know" responses may be interpreted as an indication that the population does not have enough information to answer the question.
4. Be conscious of the fact that it requires a knowledge of statistics to determine the point at which a significant difference in responses occurs.
5. Hold erroneous and unwarranted conclusions to minimum by not predicting beyond the limitations of your instrument.

G. Using Survey Results

1. Disseminate survey findings to accomplish the real purpose of the survey, to provide information for decision-making about community programs and projects.

2. The survey may be disseminated in a number of ways:
 - a. Hold a "town meeting" where findings are presented.
 - b. Secure the cooperation of mass media in developing a news story.
 - c. Form teams of individuals to develop and give fifteen to twenty minute presentations to community groups.
 - d. Distribute short (2-3 page) summaries on a mass basis to community residents.
3. Be sure that individuals filling out questionnaires are not identified with their answers.
4. Present sufficient background since the responses to certain questions can often be misunderstood without it.

TEST THE QUESTIONNAIRE

The right questions are those that produce the information you seek. They are readily understood, logically sequenced, and there are just enough of them to direct the board and administration into a course of action they intend to take.

It is easier for both the inexperienced interviewer and respondent when questions are grouped according to the kind of responses expected. When feasible, group questions together that have "yes-no" responses, "agree-disagree" responses, and scale responses. Do the same for multiple-choice questions.

Phrase the questions clearly. Avoid jargon and keep the sentences short. Test the questionnaire on 20 people similar to those in your sample population. Don't do all the testing yourself. You know too many answers. Have one of your interviewers do the testing if you want to know how the questionnaire will fare in the field.

With a little experience and field testing, you will learn to treat many open-end questions as multiple choice. Most responses to open-end questions, such as "What do you like least about the schools?" will fall into 10 categories. List these categories on the interview form for convenience in recording answers. Number the categories in advance to simplify tabulation when the survey is completed. The question, of course, could be put another way: "Here is a list of concerns some people have about the schools. Which are

serious, moderate, or of no concern to you?" Some survey users believe this manner of questioning has the drawback of suggesting complaints to those who had not thought of them. However, with testing of open-end questions, it is possible to anticipate and list most of the answers.

One of the alleged disadvantages of the telephone interview is the necessity of limiting the number of questions so that the average interview can be completed in 15 minutes. This does not mean that a lengthy interview cannot be used on the telephone. The Waterford (Mich.) School District adapted the 1970 Gallup Second Annual Survey of the Public's Attitude Toward the Public Schools. Interviewers averaged 30 minutes per interview, with some taking almost an hour. However, there were no "dropouts." There were just as many responses to the final item as to the initial one.

The basic reason to keep the survey short is to keep from overwhelming yourself and your colleagues with data. There is also the compelling public relations dictum that some kind of action should follow the analysis and interpretation of data. You and the district can undertake only so much action while the data are still valid. At all cost, avoid the charge: "You asked the community what it wanted, we told you, and you did nothing about it."

Take a short survey, take action; take another survey and follow it with more action.

COMMUNITY FACILITY INVENTORY CHART *

CHURCHES, YMCA, REC. BLDGS., CITY BLDG., SCHOOLS, ETC.

FACILITY				
AUDITORIUM				
GYMNASIUM				
SWIMMING POOL				
BALL FIELDS				
TENNIS COURTS				
MEETING ROOM LARGE OR SMALL				
OFFICES				
SHOWER AND DRESSING ROOM				
KITCHEN				
OTHER				
TIMES USED				
TIMES AVAILABLE				
PRESENT USERS				
PERSON RESPONSIBLE ADDRESS/TEL. #				

*Adopted from Community Education-Need, Resources Assessment Guidebook, Educational Improvement Center, So. Jersey Region, 1974.

COMMUNITY SERVICE INVENTORY CHART
AGENCY/ORGANIZATION

YWCA, LEGAL AIDE, UNITED FUND, RED CROSS, ETC.

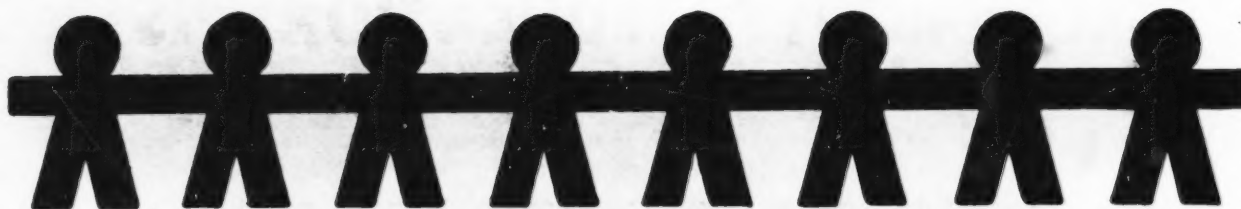
AGENCY NAME				
SERVICE				
# AND TYPE OF CLIENT SERVED				
AGE GROUP SERVED				
WHEN OFFERED?				
ABILITY TO EXPAND SERVICES?				
FACILITY LOCATION				
PERSON RESPONSIBLE ADDRESS/TEL. #				

COMMUNITY HUMAN RESOURCES INVENTORY CHART

TEACHERS, COACHES, VOLUNTEERS, SPECIAL TALENTS, ETC.				
Name	Address	Phone Number	Interest	Cost or Salary

COMMUNITY FINANCIAL RESOURCES INVENTORY CHART

NAME OF SOURCE	MONEY OR CONTRIBUTION	POSSIBLE AMOUNT



"People helping people"

COMMUNITY EDUCATION

A JOINT PROGRAM SPONSORED BY THE CITY OF GLENCOE AND INDEPENDENT SCHOOL DISTRICT NO. 422 FOR THE URBAN AND RURAL RESIDENTS OF BISCAI, GLENCOE, NEW AUBURN, AND PLATO.

This is to introduce _____

Telephone Number _____

representing the Glencoe Area Community Education Program.

I will return on _____ to pick up your
completed Survey form.

Thank you for your cooperation.

Sincerely,

Dennis Carlson, Director
Community Education Program
Middle School (864-3115)
Glencoe, Minnesota 55336

This survey is being conducted to find out the needs of the residents of this area. This will enable us to better plan a full and well-rounded program of activities and services for each of you.

GLENCOE AREA COMMUNITY EDUCATION BOARD

Dale Boyce City Council
Rev. Don Chapman Clergy
Sire Gehlen Students
John Ford Park Board
Charles Jensen Rural
Harry Lepel Small Villages

Vic Mackenthun Recreation Board
Randy Owen Member at Large
June Ritter School Board
Larry Schlauderaff Member at Large
Gladys Severtson Senior Citizens
Supt. Verdie Ellingson Ex officio

COMMUNITY EDUCATION IS

- How familiar are you with the Glencoe Area Community Education Program. Please check (✓) one.
☐ Very ☐ Somewhat ☐ Little ☐ First time I've heard about it
- Our family has participated in the following Community Education activities: Please check (✓) those that apply.
☐ Adult Education Classes ☐ Snowmobile Safety ☐ Winter Recreation
☐ Family Recreation Nights ☐ Instruction ☐ (Skating & Hockey)
☐ Rent-A-Kid ☐ Summer Recreation

3. ADULT EDUCATION CLASSES

These adult evening classes have been offered during the past 2 years. Please check (✓) the courses you would be interested in if offered again. If you are an adult mark under the "A" column, if you are a student mark under the "S" column.

A	S		A	S		A	S	
☐	☐	Bridge	☐	☐	Foreign Foods	☐	☐	Photography
☐	☐	Cake Decorating	☐	☐	German	☐	☐	Pottery (Ceramics)
☐	☐	Crocheting	☐	☐	Home Landscaping	☐	☐	Powder Puff Mechanics
☐	☐	Decoupage	☐	☐	Knitting	☐	☐	Welding
☐	☐	Defensive Driving	☐	☐	Painting	☐	☐	Woodworking
☐	☐	Farm Income Tax Management				☐	☐	Other _____

The following classes have been popular in other Community Education Programs. Please check (✓) any courses you would like offered in our program. Mark under column "A" for adult, under column "S" for student.

A	S		A	S		A	S	
☐	☐	Antiques	☐	☐	Firearms Safety	☐	☐	Home Gardening
☐	☐	Appliance Repair	☐	☐	First Aid	☐	☐	Interior Decorating
☐	☐	Auto Mechanics	☐	☐	Flower Arranging	☐	☐	Macrame
☐	☐	Bookkeeping	☐	☐	Furniture Repair	☐	☐	Needlepoint
☐	☐	Candlemaking	☐	☐	Furniture Reupholstery	☐	☐	Piano and/or Organ
☐	☐	Community Theater	☐	☐	Great Books	☐	☐	Sewing
☐	☐	Drawing	☐	☐	Guitar	☐	☐	Speed Reading
☐	☐	Emergency Car Repair	☐	☐	Home Handyman	☐	☐	Typing
						☐	☐	Other _____

- These RECREATIONAL ACTIVITIES have been offered during the past 2 years. Please check (✓) those activities you would likely participate in if offered again. "A" for adult, "S" for student.

A	S		A	S		A	S	
☐	☐	Aquacises	☐	☐	Ice Skating	☐	☐	Swimming, Prebeginners, ages 4-7
☐	☐	Baseball	☐	☐	Rollerskating	☐	☐	Swimming, Preschool ages 1-4
☐	☐	Basketball	☐	☐	Round Dancing	☐	☐	Tennis
☐	☐	Family Recreation Night	☐	☐	Social Dancing	☐	☐	Volleyball, Adult couples
☐	☐	Football, Jaycees	☐	☐	Square Dancing	☐	☐	Wrestling, Jaycee
☐	☐	Golf	☐	☐	Swimming, Adv.	☐	☐	Other _____
☐	☐	Hockey	☐	☐	Swimming, Beg.			

These activities have been popular in other Community Education Programs. Please check (✓) the activities you would like to have offered here. Mark "A" for adult and "S" for student.

A	S		A	S		A	S	
☐	☐	Archery	☐	☐	Bowling	☐	☐	Karate
☐	☐	Art of Self-defense	☐	☐	Camping Skills	☐	☐	Physical Fitness
☐	☐	Baseball, V.F.W.	☐	☐	Canoeing	☐	☐	Weight Reduction
☐	☐	High School age	☐	☐	Cross-country Skiing	☐	☐	Wilderness Survival
☐	☐	Bicycling Club	☐	☐	Fishing Techniques	☐	☐	Other _____

5. CONTINUING EDUCATION

- If you have not finished your education through the 8th grade, would you do so if the opportunity were available? Please check (✓) Yes ☐ No ☐
- If you have not finished high school, would you do so if the opportunity were available? Please check (✓) Yes ☐ No ☐

If yes to either A or B, please list

NAME _____ PHONE NO. _____

SOMETHING FOR EVERYONE ...

- C. **VOCATIONAL REHABILITATION.** If you have a physical, mental or psychological disability the following free services are available. Please check (✓) those in which you may need assistance.

☐ Counseling and guidance
 ☐ Job Training
☐ Job Placement Assistance
 ☐ Medical and Pyschiatric Evaluation and treatment

NAME _____ PHONE NO. _____

- D. **VOCATIONAL AND TECHNICAL.** Vocational Education is a training course or educational program that prepares an individual for a new job or better prepares that individual for the job now held. Please check (✓) general areas of interest and list any specific courses you would like.

☐ Agriculture
 ☐ Homemaking
☐ Beginning and established Farm Business
 ☐ Service Occupations (Fire & Ambulance, Food Service, Medical, etc.)
☐ Management (ongoing program)
 ☐ Trade and Industrial
☐ Business and Office
 ☐ Other _____

6. **LIFE ENRICHMENT.** We have had available the following activities. Check (✓) if you would participate if offered again.

A	S		A	S		A	S	
☐	☐	Bible Study	☐	☐	Study Clubs	☐	☐	Other _____
☐	☐	Children the Challenge	☐	☐	I'm OK, You're OK (Transactional Analysis)			

Would you participate in one of the following if available? Please check (✓) if you would attend.

A	S		A	S		A	S	
☐	☐	Alcoholics Anonymous (now available)	☐	☐	Environmental Concerns	☐	☐	Parent Effectiveness
☐	☐	Current Events	☐	☐	Getting along with adults	☐	☐	Other _____
☐	☐	Drug Awareness	☐	☐	Getting along with people			
			☐	☐	Getting along with teenagers			

7. **PRESCHOOL ACTIVITIES.** (only parents of preschoolers need respond) We have had available the following activities. Please check (✓) any you would like to participate in.

☐	Children's Fair	☐	Screening Clinic (health)
☐	1st Lutheran Nursery School	☐	Story Hour
☐	Montessori Method Nursery School (not now available)	☐	Summer Tiny Tots
		☐	Other _____

8. **SENIOR CITIZENS.** (only Senior Citizens need respond) The following activities are now available for Senior Citizens. Please check (✓) those you would like to participate in.

☐	Bowling	☐	School District Golden Age Pass (Free admission to age 65 and over to school activities)
☐	Meals on Wheels		
		NAME _____	Ph. No. _____
		☐ Senior Citizens Organizations in Glencoe, Plato, New Auburn	

There is currently a revival of craft skills among young people. Do you know how to churn butter, spin wool, do tatting, chair caning, or rosemaling? If you do would you be willing to share this talent with a young person? ☐ YES ☐ NO If yes, please list:

NAME _____ PHONE NO. _____ CRAFT _____

These activities could be available if the need exists. Please check (✓) those you would participate in if offered.

☐	Adult classes specifically for seniors (Estate planning, Legal Aid, Management of Resources, Physical Fitness, Bowling lessons)	☐	Low Income Housing
		☐	Health Screening Clinic (Glaucoma, Blood Pressure, Etc.)
		☐	Transportation
		☐	Other _____

ADULT EDUCATION CLASSES ARE FREE FOR SENIOR CITIZENS 65 AND OVER.

9. **OTHER AREAS OF CONCERN.** These areas have been available, please check (✓) those you would participate in.

A	S		A	S		A	S	
☐	☐	Rent-A-Kid	☐	☐	Snowmobile Instruction	☐	☐	Other _____

10. What other projects would you like to have Community Education involved in? _____

11. Would you be willing to be a volunteer driver for Senior Citizens transportation? ☐ Yes ☐ No

If yes, please list: NAME _____ PHONE NO. _____

12. Please list any major projects or programs which you feel should be undertaken to improve the quality of community life and/or the quality of the education environment of School District No. 422.

13. Any additional comments or suggestions on the cooperative City-School Community Education Program would be appreciated.

14. If you wish to teach an adult class, or know of someone who would, or know of someone you would like to see teach, please list the class, name and phone number. (Instructors are paid for teaching)

15. Would you like to be involved with determining the Community Education Program in the future? Yes ___ No ___
If yes, please list: NAME _____ PHONE NO. _____

16. **HUMAN SERVICES SURVEY.**

- A. Check (✓) the three most pressing needs in the community.

☐ Additional Physicians	☐ Meals on Wheels	☐ Legal Aid
☐ Day Care Centers for children	☐ Home Health Care	☐ Medical help for elderly
☐ Education and Training	☐ Housing	☐ Transportation
		☐ Other _____

- B. Which hospital do you consider as your hospital? Please check (✓) one.

☐ Glencoe	☐ St. Mary's	☐ Other _____
☐ Hutchinson	☐ Waconia	

- C. In what community does your family physician practice? _____

- D. Do you have a problem getting transportation to a physician? Please check (✓) Yes ___ No ___

- E. In what community do you work? _____
(If Husband and Wife both work, please list both)

- F. Do you need financial and/or counseling assistance in: (please check (✓) those needed.)

☐ Budgeting	☐ Living expenses	☐ Other _____
☐ Child rearing	☐ Marital counseling	
☐ Employment	☐ Mental health	

- G. Do you have a problem getting transportation or delivery services in other areas, such as drugs, groceries, etc? Please check (✓) Yes ___ No ___

- H. Would you like specific information about an illness? If so please check (✓).

☐ Arthritis	☐ Heart Disease	☐ Nutrition
☐ Child Care	☐ Hip Replacement	☐ Stroke
☐ Diabetes	☐ Hypertension	☐ Other _____

17. Name _____

Address _____

Phone _____

YOU DO NOT HAVE TO SIGN YOUR NAME TO THIS QUESTIONNAIRE. IT IS NOT CODED AND WILL REMAIN ANNONYMOUS IF YOU SO WISH.

THANK YOU FOR YOUR COOPERATION